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Network Room

May/June 2001



United States Plays Large Role in Global Education

In 1998-99 approximately 491,000 foreign students studied at U.S. colleges and universities. Approximately 56 percent of these students were from Asian countries. Below are the total percentages of students enrolled.

CONTINENT	1981	1986	1991	1995	1996	1997	1998	1999
Africa	12	9.9	5.8	4.6	4.6	4.8	4.8	5.3
Europe	8.1	10	12.2	14.3	14.8	14.9	14.9	15
Latin America	16	13.2	11.7	10.4	10.4	10.8	10.7	11.3
Middle East	27.2	15.3	8.2	6.7	6.7	6.5	6.4	6.7
North America	4.7	4.7	4.6	5.2	5.2	5.2	4.7	4.7
Oceania	1.3	1.2	1.0	1.0	0.9	0.8	0.8	0.9
Asia	30.3	45.6	56.4	57.8	57.3	56.9	57.7	56
Stateless	0.1	0.1	~0.5	~0.5	~0.5	~0.5	~0.5	~0.5

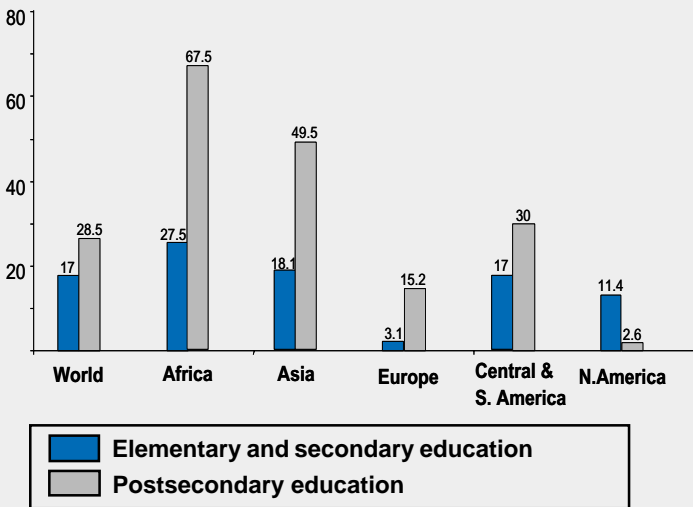
SOURCE: Institute of International Education, Open Doors, various years. Latest edition copyright ©1999 by the Institute of International Education. All rights reserved. (This table was prepared July 2000.)

SNAPSHOT

Postsecondary Education on the Rise in Developing Nations:

These increases are due to growth both in the proportion of the people attending postsecondary institutions and in the populations.

Percent change in enrollment, by area of the world and level of education: 1990-97



Source: United Nations Educational, Scientific and Cultural Organization, Paris, Statistical Yearbook, various years.

Guyana Government Auditors Applaud GATI's Programs



At the audit training program opening are (l. to r.): Chmn. of the Rev. Authority, E. Heyligar; Auditor Gen. A. Goolsarran; Chmn. of the Parliamentary Public Accounts Committee, D. Barrow; Pres. B. Jagdeo; GATI Instructor, R. Black; and Min. of Finance, S. Kowlessar.

In partnership with the government of Guyana and the World Bank, the Graduate School's Government Audit Training Institute (GATI) sent three instructors to Guyana from August through December 2000 to deliver customized audit training. The training was designed for officers of the auditor general department to gain professional expertise and troubleshoot local problems. The program was part of the Guyana government's ongoing collaboration with its Office of the Auditor General and other government programs.

"Every responsible government must account for the public resources spent," said His Excellency, Guyana President Bharrat Jagdeo at the opening of the GATI audit training program in Georgetown. "We have to ensure that all additional monies are saved or expended properly to bring maximum benefits to the people." By partnering the government and the auditor general's office to embrace GATI's training program, President Jagdeo hopes to spur the Guyana government to better manage its resources. "The purpose of the exercise is to make improvements and restore and increase public confidence in the system," observed audit training instructor, Robert Black.

The instructors, Ben Lorigo, Glen Langlois and Black, delivered training in audit report writing, environmental auditing, fraud and forensic auditing and performance auditing. By adapting traditional courses to these areas, the instructors met the specific challenges and local issues unique to the Guyana government. This context sensitive approach met with great success.

GATI's program in Guyana is just one of the training solutions it has successfully delivered to the international auditing community.

International Institute Offers Training to Egyptian NGOs

To meet a growing need for training, the International Institute has established a presence in Egypt. Recent market research indicates training needs among governmental and non-governmental organizations (NGOs) as well as many consulting firms in Egypt that have technical assistance contracts.

"There are myriad opportunities in Egypt for both private and public sector development work," said Earl Mathers, director of the International Institute, who traveled to Egypt in January to meet with prospective customers and partners, technical assistance providers and resource organizations. "Many people are aware of the fact that the United States Agency for International Development (AID) has an exceptionally large program in Egypt that includes a substantial training component. The sheer size of the AID program in Egypt as well as those of other donor organizations has enticed a number of U.S. consulting firms to establish operations in Cairo and other locations around the country."

During his visit to Egypt in January, Mathers laid the groundwork for the Institute's presence there. He retained instructor Ebba Augustin on a part-time contract basis to represent the Institute in Egypt by assisting with program development. He also made a series of presentations on the Graduate School's capability to deliver high-quality management training programs. Since his visit, the Institute has been moving forward vigorously to develop business in Egypt, including a year-long financial management training program to Egyptian NGOs. Although there is significant competition for the awards, Mathers is optimistic that the International Institute's proposal, submitted March 26, will meet with success.

Executive Director’s Award Winner

Timothy Dirks

Since assuming the chair in 1999, Timothy Dirks has brought to the Human Resources Advisory Board ideas, leadership and vision. Currently the director of Human Resources Management at the Department of Energy, Dirks has involved board members in the development of a human resources certification program and the competency-based training necessary to support the program. Dirks, who has a masters degree in business administration with a concentration in HR management, has



spent most of his 26-year federal career in human resources management.

The Board’s challenge: “We bring fresh ideas to the people who develop curricula. The government is in a competitive posture vis a’vis the private sector, so federal HR employees need to be advisors to management on getting the mission done.”

Rethinking HR management: “Today’s HR professional is a strategic business partner, consultant, advisor, and technical expert working with agency officials to lead and support change rather than control —go by the

rule book. We now emphasize courses with technical skills, recruiting, classifying, and professionalizing the HR function.”

Workforce demographics: “The average age in the government is 47 years old—a high percentage of employees is approaching retirement. This is a huge issue because these professionals have valuable skills and institutional knowledge. It is tough for the government to compete for new talent since often private business offers better pay, benefits and bigger challenges. We are continuing to diversify the workforce to include more women and minorities —there are still many professions which are male-dominated.”

Making a difference: “I like to be at the table with the decision makers. What keeps me going is making a positive impact in the capability of workforces and agencies, to help build our agencies — to help agencies to get the right people in the right jobs with the right skills.”

In his free time: “I’m a member of the Annapolis bicycle club. I’m a soccer dad — I like to go to my kids’ games and other functions. I like to read newspapers — at least two a day —and novels and autobiographies.”

Observational Study Tours

The International Institute hosted a series of two-week programs which includes classroom study and observational tours this spring in Washington, DC. Two groups of agricultural researchers from the Bangladesh Agricultural Research Council participated in classroom activities and site visits February and March. Erik Ronhovde, a program officer with the Institute traveled with one of the groups to the Northeast Fisheries Science Center at Woods Hole, Mass.; National Marine Fisheries Service Center, St. Petersburg, Fla.; and Cornell University, Ithaca, N.Y. In April, a group from the Egyptian Ministry of Water Resources and Irrigation participated in a two-week training and observational study program.

Evening Programs Attracts International Audience with Online Courses

Information and Communication Technologies (ICTs) for Developing Countries: Bridging the Digital Divide, taught by Dr. Barbara Fillip, was offered online for the first time this Spring from the United States. In addition to the U.S. enrollees, participants came from Canada, the UK, the Netherlands, Italy, Germany, Switzerland, South Africa, Nigeria, Senegal, Sri Lanka, India, and the Philippines. Says Dr. Stefan Gunther, program manager for Evening Programs (EP), "We hope to leverage the success of Dr. Fillip's course for the development of online programs for an international audience, as well as courses that address the needs of the federal community and individuals nationwide."

International Institute to Manage Fulbright Teacher Exchange Orientation

In a separate competition the State Department has awarded the management of the Fulbright Teacher Exchange Orientation to the International Institute. For the past 16 years the Institute has directed the Fulbright Teacher Exchange Program. Overseeing orientation will enable the Institute to provide more continuity to the Fulbright Program. For more information, contact Karen Baretich (202) 314-3511 or Jennifer Nupp (202) 314-3521.

OUR FACULTY: Up Close



Daniele Weiser, Evening and Weekend Programs, Washington D.C. is originally from Nantes, in the Loire Valley in France. She came to the United States in 1969 to pursue her Ph.D. at Florida State University. She teaches French full time at Langley high school in Virginia and has been a French instructor with the Graduate School for more than seven years. To her classes, she adds cultural background,

outside speakers, field trips and her own spirited enthusiasm for the topic at hand.

Teaching style: “Each class is an adventure. Most students are tired after a long day so we have partners, do group activities, talk about culture. With adults, some come with their own ideas, a reason for learning a foreign language— fun, travel, vacation, work. Some have a mental block and want to translate word for word —so perfectionist, very logical. This is not a good recipe for learning a foreign language. You need to be flexible, try, dare, make a mistake and have a good sense of humor. I use some of my high school teaching techniques —we play games and make it fun.”

Learning experience: “I had a grant from the National Endowment for the Humanities to study for six weeks in Haiti, back when Aristide had come back into power. I studied Creole, literature, painting. I came back changed by what I saw —the experience of being in another culture.

In her free time: “I love to travel. I went to Peru last year; this year I would like to go to Tibet. I love to read. I’m reading in French *Magic Mountain* by Nobel prize winner Thomas Mann.”



Wendi Eldh, Washington D.C. for the past five years has designed and taught communications courses and seminars for the Graduate School. She developed Advanced Writing Skills as a contract course for the U.S. Agency for International Development (AID), and it has been so popular that the International Institute is delivering it at AID’s request in South Africa, Uganda and Morocco. She began teaching at the Office of Personnel Management’s European division when she lived in

England and since then has developed numerous on-site workshops for various federal agencies.

Teaching style: “Lots of enthusiasm and energy. It’s important for people to be comfortable, not be afraid to say something. As adults we are expected to know these grammar skills, these writing skills— we should have learned these already in school, but not everyone has. Empathetic listening is key. I had one student who was from Korea. When I was teaching her to put the most important information in her letters first, she said, ‘It feels rude —in Korea we would put that information in the middle.’ ”

Memorable student: “This student really had a chip on her shoulder. There was a follow-on training and she was a changed person. The eye contact, body language, her voice. She told me ‘I’m different now. I’ve learned a lot about myself, why I get mad, why people get mad at me.’ ”

In her free time: “I’m a mom to my eight- and four-year-old sons and I’m an athletic marathon runner. An important part of who I am is staying and keeping fit. A book I loved was *The Poisonwood Bible* by Barbara Kingsolver; the realism was so moving, not sugar-coated at all. I told my husband I was sick so I could finish reading it!”

Senegal Seeks Training for High Tech Future



Senegalese officials gather in Washington D.C. for hands-on IT manager training.

When new officials in Senegal requested information technology training, Nat Hopkins, director of the Center for Applied Technology, proposed a Global IT Manager Program. Participants will be groomed to hold train-the-trainer and managerial positions in government, education and industry when they return to Senegal and other countries.

The six-month training features hands-on, graduated sessions in systems and programming, project management, an on-the-job practicum and, in this case, trade events involving U. S. and Senegalese businesses.

When Minister of Economics Mamadou Mountaga Gueye presented the Global IT Manager Program to the new Senegalese president, Abdoulaye Wade, at a Dakar meeting the president expressed interest, saying that it would complement the ability of the Senegalese in electronics. President Wade's goal is a high tech role for Senegal.

News In Brief

...The Pacific Islands and Virgin Islands Training Initiative (PITI/VITI) continues to provide training and organizational development services to eleven insular governments under its interagency agreement with the Department of Interior's Office of Insular Affairs. Presently, government employees are being trained to comply with the new financial reporting requirements under the Government Accounting Standards Board Rule 34; and in the development of cost allocation plans, organizational support and professional development for the Island Finance Officers Association, cash management, federal grants management and financial management skills development. Since 1991, PITI/VITI has trained more than 15,000 government employees. **...Since October 2000 the International Institute has trained more than 350 government officials from Micronesia in performance-based financial management practices.** To better manage their budget and government processes an automated budget system, customized to their government structure, has been developed for the FY 2002 performance budget. In addition, a mentoring partnership with the government of Sunnyvale, California — recognized for its experience in using performance-based management — provides new perspectives on best practices for managing a performance-based budget system. **...“Building Community Organizations and Local Governments in Former Soviet Republics,”** by Earl Mathers, director of the International Institute, is a chapter in the forthcoming publication, *The Handbook of Comparative and Development Public Administration*, (Marcel Dekker). **...Farewell to Fulbright Exchange Administrator Sylvia Reed**, who has resigned after 12 years at Graduate School, USDA to accompany her husband to Taiwan, where both will teach at the university level. The State Department and the Graduate School have recently awarded Reed for outstanding service. She will work parttime for the Institute through the summer.

CORRECTION: The URL to find the article “Ten Steps to Being Positively Engaging” by Basil Deming, in the American Society for Training and Development's *Training and Development*, is www.grad.usda.gov/programs_services/reg/national_capitalregcfm.News. The incorrect URL was in the March/April issue of this newsletter.

From The Acting Director



There is a lot of talk about the globalization of the economy – and much of it is true. In the last decade, international commerce and communications have expanded their reach around the world despite political and cultural barriers. For instance, members of the European Union agreed in 1998 to adopt a joint currency; the presence of multinational enterprises which blur boundaries keeps growing – and a recent conference sponsored by the World Bank, International

Monetary Fund and Institute for Monetary Affairs focused on economic interdependence shaping Asia-Pacific in the 21st century. Few areas of the globe remain independent of a larger economy, and in many countries there are technologies which link information to rural villages just as rapidly as to urban centers.

Our mission at the Graduate School is to keep pace with these changes by building a global delivery system for education and training that has uniform quality standards for curricula and classroom. Through our programs students here and abroad can gain leadership expertise, cultural sensitivity and business acumen. We are partnering with organizations such as the Agency for International Development (AID), the World Bank, and the Department of State to deliver customized training. The Graduate School also works closely with foreign governments and non-governmental organizations (NGOs) to meet their training requirements here and abroad.

Since 1961, the International Institute has had a diverse global presence, providing training and educational services to over 40,000 participants in 120 countries. For instance, the Institute has delivered audit training for municipal auditors in Shanghai, teacher training on classroom technology in Armenia and correspondence writing seminars for AID mission staff in South Africa, Uganda, Morocco and Benin. Here in the United States, our Evening and Weekend Programs added Farsi to its expanding language curriculum and had introduced Albanian, Indonesian, Hindi, Cantonese and Thai. Averaging 225 courses each quarter, the foreign language program annually enrolls 11,000 students.

The Graduate School will continue to prepare leaders for success in the global economy.



NASA's Dryden Learning Center's Trainers Win Jefferson Cup Award. The Graduate School, USDA announced training assistant Shannon Craig and training specialist Lee Williams-Lana, who both work on site at NASA's Dryden Learning Center (DLC), the winners of the Jefferson Cup Award. Both USDA contractors were cited for their contribution toward the goals and objectives of DLC. These include the training needs assessment of 604 NASA employees, implementation of the NASA leadership model, the development of curricula and the coordination of on-site training programs –all met or exceeded NASA guidelines as well as the Graduate School's goals. Named after Thomas Jefferson, the cup is a reproduction of one of eight small silver cups made from two large cups given to Jefferson by his friend and teacher, George Wythe. For more information about the award and nomination deadlines, contact (202) 401-9129.



www.grad.usda.gov

differentely back on the job.”

commitments to his division, and attendees stood up and spoke about the things they were going to do

of the School because of the smooth way everything was managed.” “The closing session was so impressive,” says Ford. “John Duder made

and to meet the needs of front-line managers in wage and investment at the IRS.”

managers who were signed up for the program,” says Sharon Barcellos, conference manager at the Graduate School.

Barcellos, conference manager at the Graduate School.

and investment at the IRS.”

“It was a terrific opportunity for us to deliver training

conferences because of the number of

provided training for the conference held

Operating Division Commissioner John Dalrymple and Deputy Commissioner

external partnerships and overall on-the-job excellence. IRS Commissioner

Charles Rossotti was a featured speaker

and IRS Wage and Investment

Operating Division Commissioner John Dalrymple and Deputy Commissioner

take note....



Mark your calendar for these up-coming events and classes

American Society for Training and Development National Conference: The Graduate School will host a network room at this annual event, June 3-7, Orlando, Fla.

Graduate School Faculty Development Conference: July 14, Washington , D.C.

Federal Employed Women (FEW) Conference: The Graduate School will exhibit at this annual event, July 9-13, Indianapolis, Ind.

For more information on these programs, including additional dates, check out the Graduate School, USDA Web site at www.grad.usda.gov



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A Tribute to Dr. Philip H. Hudson

“Be practical as well as generous with your ideals. Keep your eyes on the stars, but remember to keep your feet on the ground.” —Teddy Roosevelt

At a memorial service held in February for Dr. Philip H. Hudson, colleagues, friends and family members paid tribute to his life and career. Several guest speakers praised Dr. Hudson, including James S. Gilliland, retired chair, General Administration Board for the Graduate School, USDA; Keith J. Collins, acting chair, General Administration Board; James R. Carr, director of EPA special projects; and Anthony H. Gutierrez, director of regional programs. Acting Director Lynn Edwards presided at the memorial service. Dr. Hudson was also remembered at the Training Officer’s Conference, April 22-25, where he posthumously received the Spencer Award.

Leadership Development Academy

Executive Leadership Program for Mid-Level Employees (GS 11-13)

Class of 2002 Program Orientation begins August 19, 2001

Programs for Senior Executive Service (SES) Candidates (GS 14-15):

Executive Survival Skills

July 9-13, 2001

Leading People

June 11-15, 2001

Managing for Results

June 25-29, 2001

Washington Executive Seminar

July 23 - Aug 3, 2001

KUDOS

Congratulations to the Leadership Development Academy (LDA) Executive Potential Program participants, who graduated on March 30, 2001 in Hunt Valley, Md. For more information on LDA programs, contact: 202-314-3580 or www.usda.gov